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for students in normal schools. Dr. Hoyt has formulated, from his experience, a clear-cut theory of such a book, and has devoted no small labor to its embodiment in the present volume. Briefly, his theory is this: (1) Treat a few subjects in some detail, instead of attempting a thin summary of many; (2) Discuss educational reformers, rather than the general educational tendencies of various periods; (3) Supply a liberal background of general history and biography for the theories of each reformer; (4) Compress much elementary information into the text, but let this be merely the starting-point for further reading; (5) Supply references for such reading; (6) Distribute through each chapter questions which can be answered only by going to these references; (7) Add other questions which require the student to think on what he has read; (8) Do not assume any preliminary historical or philosophical training on the part of the student.

Acting on the first two principles of this theory Dr. Hoyt has treated in his seven chapters only seven general topics, six of which are biographical: "Comenius," "Rousseau," "Pestalozzi," "Herbart," "Froebel," "Horace Mann," and "European Influences on Education in America." Other principles are worked out in the subdivisions of the first six chapters, each of which contains general historical and biographical introductions, a one-page chronology of the life of the reformer under discussion, a list of references for further reading, a short sketch of his theories, illustrative quotations from his writings, and a summary which includes an estimate of his influence on the education of today. Each chapter is supplied with abundant questions of the types named above. In the constant use of these old but important devices Dr. Hoyt surpasses all his predecessors; the pedagogic apparatus is decidedly the best feature of the manual. The matter is usually within the comprehension of the students for whom it is written. There are six portraits, three maps, and a historical chart.

So much hard work has been done to make this textbook teachable that one regrets to note its serious defects in scholarship. The general historical surveys are so inaccurate as to need pretty complete rewriting; there are, for example, nearly a dozen glaring errors on the first two pages of the first chapter; and these, unfortunately, are only the forerunners of many more. No principle of selection seems to have been adopted regarding biographical facts, which too often run into trivial detail. The summaries too often credit reformers with reforms which they did not initiate, and with influences on modern education which they do not exert; the book as a whole tends to exaggerate the importance, in the history of modern education, of the six reformers named; in these matters, however, it is no worse than many others. In fine, Dr. Hoyt has devoted attention more successfully to the ways of teaching the subject than to the facts of the subject itself.

ARTHUR O. NORTON

HARVARD UNIVERSITY

Latin Lessons for Beginners. By DANIEL W. LOTHMAN. Boston: Ginn & Co., 1908. Pp. xi+178.

In his preface Mr. Lothman states that he believes in a more extensive and intelligent use of the grammar in the early stages of the study of Latin, and that

his book is written for those teachers who share this opinion. The work combines the older and the newer methods. The grammars of Allen and Greenough, Bennett, and Harkness are referred to for paradigms and rules, but very explicit and intelligent explanation of the principles involved accompanies the references. The book contains a good outline of English grammar, which is referred to in the early lessons; but a much more extensive use of it should be made with young and immature pupils. Other merits of the book are the systematic study of derivations, of the fundamental principles of formation, and of the order of words, the association of forms and their meanings, and the thorough reviews at the close of every twelve lessons. The treatment of the sequence of tenses and of the ablative absolute especially commends itself. The hypercritical may object to *ventus*, *mansus*, *tentus*, *perterritus*, and *discensus*, given in the principal parts, but these forms are justifiable on pedagogical as well as on lexicographical grounds. Objection may reasonably be made to the statement of the rule for the gender of nouns of the second declension, to the use of the term predicate nominative, and to the treatment of *i* as short throughout the perfect subjunctive.

The book is manifestly the endeavor of a practical, experienced teacher to make the study of Latin intelligent. It is unusually free from typographical errors.

F. O. BATES

CENTRAL HIGH SCHOOL
DETROIT, MICH.

Experimentelle Paedagogik. By W. A. LAY. Leipzig: B. G. Teubner, 1908.
Pp. 125. M. 1.25.

This little book treats more comprehensively and less technically the subject dealt with in its author's *Experimentelle Didaktik* of 1903. It is a more or less popular summary for the use of teachers, educated parents, and others intelligently interested in education. It develops the author's previously expressed views, justifies experimental pedagogy, and gives a brief history of that branch of education. Some consideration is given to the pedagogy of defective children as well as to child-study in general, but none to adult psychology.

The book under review has two main divisions, the first treating of the nature and significance of experimental pedagogy, the second of its special results and problems. The principal topics dealt with in the first part are the history, methods, aim, and scope of experimental pedagogy. This part of the work is marked by admirable clearness and brevity. In the second part of the book, which deals with the special results and problems of experimental pedagogy, there is, on the other hand, a marked liberality in the choice of material. Individual factors, such as the size of the head, natural factors, such as the seasons of the year, and social factors, such as the prevalence of child labor, are treated as forming the general conditions of education, and the results of investigations on these different influences are systematically recorded.

Dr. Lay devotes a great deal of space in *Experimentelle Paedagogik* to investigations concerning what he calls the fundamental principle of pedagogy, namely, that instinctive and acquired reactions form the basis of all education,